



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Modify Teacher Career Status
SL 2011-348 (SB 466), sec.6
(IHE Performance Report)

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PREFACE

In accordance with SL 2011-348 (SB466), sec. 6, the SBE shall submit the IHE performance report to the Joint Legislative Education Oversight Committee on an annual basis. This is the 14th IHE Performance Report issued by the State of North Carolina. Separate reports are being issued for undergraduate programs, graduate programs, and school administration programs. Every effort has been made to ensure the accuracy of the data reported. The data is self-report.

This is a summary report. Reports on individual institutions are available on the Department of Public Instruction website at <http://www.ncpublicschools.org/ihe/reports/>. As appropriate, separate reports on undergraduate programs, graduate programs, and school administration programs are included for each institution.

A definition of the terms used is contained at the end of this section of the Summary Report.

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TEACHER EDUCATION IN NORTH CAROLINA

An Overview

North Carolina has 49 state approved Teacher Education Programs. All 49 offer undergraduate programs leading to initial teacher licensure; 29 also offer graduate-level programs leading to masters' or doctoral-level licensure; nineteen offer school administration programs. While the specific course requirements vary from institution to institution, each approved program of study has been judged to be in compliance with the standards and indicators prescribed by the State Board of Education (SBE) for the specialty area. Previously, on-site reviews of approved teacher education programs are conducted every seven years. The reviews were typically a joint venture between the North Carolina Department of Public Instruction (NCDPI) and the National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC). In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. All IHEs were required to submit to the SBE a "blueprint" of the proposed program(s) revisioned to align with the North Carolina Professional Teaching Standards and the North Carolina Standards for School Executives. All revisioned programs were required to be implemented with the incoming cohorts entering fall 2010. Additionally, in summer 2012, piloting of candidate's electronic evidences in elementary education and MSA programs were conducted in preparation of a new program review process.

Table I details the teacher education programs offered by each college/university, approved by the SBE through May 2012.

Table I: Programs Offered by each IHE

Name of Institution	ELEMENTARY AND MIDDLE GRADES									SECONDARY			
	Birth - Kindergarten	Preschool Add-on	Elementary Education (K-6)	Elementary Math (K-6)	Elementary Science (K-6)	Middle Grades Language Arts	Middle Grades Math	Middle Grades Science	Middle Grades Social Studies	English	Math	Comprehensive Science	Biology
Appalachian State University	A M	ao	A M	ao		A M	A M	A M	A M	A M	A M	A	A
Barton College	A		A			A	A	A	A	A	A	A	
Belmont Abbey College			A										
Bennett College			A			A	A			A	A		A
Brevard College			A							A	A	A	
Campbell University	A	ao	A M			A M	A M	A	A M	A M	A M		A
Catawba College	A		A M			A	A	A	A	A	A	A	A
Chowan University			A M							A	A		A
Davidson College										A	A		A
Duke University			A							A M	A M	A M	M
East Carolina University	A M		A M	ao		A M	A M	A M	A M	A M	A M	A M	
Elizabeth City State University	A		M			A	A	A	A	A	A	A	
Elon University	A		A M			A	A	A	A	A	A	A	A
Fayetteville State University	A ao		ao A M			ao A M	ao A M	ao A M	ao A M	ao A	ao A M		ao A M
Gardner-Webb University			A M			A M	A M	A M	A M	A M	A		
Greensboro College	A	ao	A M			A	A	A	A	A	A		A
Guilford College			A										
High Point University			A M			A	A	A	A	A	A M	A	A
Johnson C. Smith University			A							A	A		
Lees-McRae College			A										
Lenoir-Rhyne College	A M		A			A	A	A	A	A	A	A	A
Livingston College	A		A					A		A	A		
Mars Hill College			A			A	A	A	A	A	A	A	
Meredith College	A		A M			A	A	A	A	A	A	A	A
Methodist University			A			A	A	A	A		A		A
Mid-Atlantic Christian University			A										
Montreat College			A M										
Mount Olive College	A		A							A	A	A	
NC A&T State University	A M		A M	ao						A M	A M		A M
NC Central University	A		A M			A M	A M	A M	A M	A M	A M	A	
NC State University			A M	ao		A M S D	A M S D	A M S D	A M S D	A M S D	A M S D	A M S D	
NC Wesleyan College			A			A	A	A	A	A	A		A
Peace College			A										
Pfeiffer University			A M							A	A	A	
Queens University			A M							A	A		A
Saint Andrews University			A										
Saint Augustine's College			A										
Salem College	ao		A M										
Shaw University	A M		A							A			
UNC-Asheville			A			A	A	A	A	A	A	A	A
UNC-Chapel Hill	ao A M		A M	ao M	M	A M	A M	A M	A M	M	A M	A M	A
UNC-Charlotte	A M		A M	M		A M	A M	A M	A M	A M	A M	A M	
UNC-Greensboro	A M		A M	ao		A M	A M	A M	A M	A M	A M	A M	
UNC-Pembroke	A	ao	A M			A M	A M	A M	A M	A M	A M	A M	
UNC-Wilmington	A	ao	A M	ao		A M	A M	A M	A M	A M	A M	A M	A
Wake Forest University			A							A M	A M		A M
Warren Wilson College			A							A	A		
Western Carolina University	A		A M			A M	A M	A M	A M	A M	A M	A	A M
Wingate University			A M			A	A M	A M	A	A	A		A
Winston-Salem State University	A		A M			A M	A M	A M	A	A	A		

Table I: Programs Offered by each IHE

GRADES					SPECIAL SUBJECTS (Grades K-12)														
Chemistry	Earth Science	Physics	Comprehensive Social Studies	History	Art	Dance	Music	Theater Arts	Reading	Health Specialist	Health and Physical Education	Physical Education	Chinese	Classical Latin (9-12)	French	German	Japanese	Spanish	English as a Second Language (K-12)
A	A	A	A	A M	A		A M	A	ao M	A		A			A M			A M	
			A		A						A							A	ao
							A												
			A		A		A	A			A								
			A M				A				A M				A			A	
A			A				A	A	ao		A							A	
			A				A					A							
			A											A	A			A	
		M	A M																
			A	M	A M	A	A M	A	ao M	A M	A	A M			A	A		A M	
			A	A	A		A					A							
A		A	A	A			A				A				A			A	
			A				ao A		ao M		ao A								ao
			A		A		A				A				A			A	A
			A		A		A	A			A							A	
			A		A						A								
			A							A	A								
								A				A							
			A	A							A							A	A M
			A				A					A							
			A		A		A					A						A	ao A
A			A		A	A	A	A	M		A				A			A	A M
			A		A		A					A							ao
			A				A				A								
A M		A		A M	A		A		M		A M							A	
			A		A	A	A	A	ao			A M			A			A	ao
			A M						A M S D				A		A M			A M	ao A
				A															
			A				A				A								
A			A	A					M						A M			A	
												A							
					A M		A M		ao M						A M			A M	ao
A	A	A	A		A			A			A			A	A	A		A	
A	A	A	M				A M		ao M					M	M	M	M	M	ao M
			A M		A	A M	A	A	M						A M	A M		A M	ao M
			A M		A	A M	A M D	A	ao M		A			A M	A M			A M	ao M
			A M		A M		A M				A M							A	ao
A	A	A	A	A M			A		ao M		A	A			A			A M	ao
A M		A M	A M												A M	A		A M	
			A	A M															
A M			A M		A M		A M				A M							A	M
A			A		A		A		A			A							
							A					A							ao M

Table I: Programs Offered by each IHE

Name of Institution	EXCEPTIONAL CHILDREN												CAREER	
	Exceptional Children Program Administrator	Academically Gifted	Special Education: Adapted Curriculum	Special Education: General Curriculum	American Sign Language	Audiology	Behaviorally - Emotionally Disabled	Deaf and Hard of Hearing	Learning Disabled	Mentally Disabled	Severely and Profoundly Disabled	Visually Impaired	Career and Technical Education Director	Agricultural Education
Appalachian State University			A	A			M		M	M				
Barton College		ao		A				A						
Belmont Abbey College														
Bennett College				A										
Brevard College														
Campbell University		ao		A										
Catawba College				A										
Chowan University														
Davidson College														
Duke University		ao												
East Carolina University		ao	A	A M			M		M	M	M			
Elizabeth City State University				A										
Elon University		M ao		A M										
Fayetteville State University				ao M			M		M	M				
Gardner-Webb University														
Greensboro College			A	A			M		M					
Guilford College														
High Point University	ao	ao		A						M				
Johnson C. Smith University														
Lees-McRae College														
Lenoir-Rhyne College								A M						
Livingston College														
Mars Hill College		ao		A										
Meredith College		ao M		ao M										
Methodist University		ao		A										
Mid-Atlantic Christian University														
Montreat College														
Mount Olive College														A
NC A&T State University				ao A M									M	A M
NC Central University		ao		A			M		M			M		
NC State University				A			M		M	M				A M S D
NC Wesleyan College				A										
Peace College				A										
Pfeiffer University				A M										
Queens University														
Saint Andrews University														
Saint Augustine's College														
Salem College		ao		A M										
Shaw University				A										
UNC-Asheville														
UNC-Chapel Hill				ao M										
UNC-Charlotte		ao M	A M	A M										
UNC-Greensboro				A M D	A		M	A	M					
UNC-Pembroke		ao		A										
UNC-Wilmington		ao	A	A										
Wake Forest University														
Warren Wilson College														
Western Carolina University			A M	A M							M			
Wingate University		ao												
Winston-Salem State University				A M										

Table I: Programs Offered by each IHE

-TECHNICAL EDUCATION					ADMINISTRATIVE - SPECIAL SERVICE PERSONNEL												
Business Education	Family and Consumer Sciences	Marketing Education	Technology Education	Trade and Industrial Education	Curriculum Instructional Specialist	School Administrator - Superintendent	School Administrator - Principal	School Counselor	School Psychologist	School Social Worker	Instructional Technology Specialist - Computers	Media Coordinator	Media Supervisor	Mentor	Speech-Language Pathologist (NCBOESLPA Licensure)	Safety and Driver Education	
A	A M	A	A M	A	M	S D	M ao	S	S		M	M		S	S		
					A												
	A						M	M									
	A M	A M			MS D	SD	M	M	S	AMS	M	M			MS	ao	
							M										
							M										
					D	D	MD	M									
							ao M										
							M	M									
	A																
	A M		A M	ao			ao M	M S		AMS	M	M					
	A M						M	M			M	M			S		
A M		A M	AMS D		MS D	MS D	MS D	MS D	S D	A	MS D						
						M	M										
								M									
						S D	S D	ao M	S	S, D	M	M	M		S		
					ao M	D	ao M	M, S			ao M						
						S D	ao MS D	MS D		A M	M	M	M		M		
					M		ao M	ao M									
					ao M	D	ao M				ao M						
								S									
						D	ao M D	S	S	M					S		
						M	M										
							M										

LINKAGES WITH THE PUBLIC SCHOOLS

Faculty in institutions of higher education that prepare teachers are expected to be involved with the public schools in genuine ways that go beyond simply supervising student teachers and interns. This may include collaboratively designing curricula for public school students and teacher education programs, formalized partnerships, grant activities, service on boards and committees, providing assistance for beginning teachers, assisting lateral entry teachers seeking licensure, conducting/sponsoring professional development activities for inservice teachers, working with groups of public school students on campus or at the school site, sponsoring after-school programs for public school students, and providing diagnostic and screenings/testing for public school students. Information on the specific efforts of each institution to work collaboratively with the public schools is contained in the individual *Institutional Reports* on the NCDPI website, located at <http://www.ncpublicschools.org/ihe/reports/>.

In evaluating the involvement of colleges/universities with the public schools, it is important to consider that the number of teacher education faculty varies across campuses. **Table II** summarizes the number of teacher education faculty by college/university.

Table II: Number of Teacher Education Faculty

Institution	Full-Time in Professional Education	Part-Time in Professional Education; Full-Time to IHE	Part-Time in Professional Education; Not Otherwise Employed by IHE
Appalachian State University	112	14	72
Barton College	6	4	12
Belmont Abbey College	10		7
Bennett College	6		1
Brevard College	2	6	3
Campbell University	13	6	1
Catawba College	5	4	5
Chowan University	6	6	3
Davidson College	2	1	1
Duke University	9	6	24
East Carolina University	148	133	50
Elizabeth City State University	16	10	14
Elon University	15	7	5
Fayetteville State University	36	8	14
Gardner-Webb University	16		26
Greensboro College	9		10
Guilford College	4		
High Point University	17		21
Johnson C. Smith University	3	2	2
Lees-McRae College	6		9
Lenoir-Rhyne University	10	4	20
Livingstone College	4		
Mars Hill College	5	8	7
Meredith College	12	13	16
Methodist University	6		5
Montreat College	4	1	
Mount Olive College	2	8	
NC A&T State University	21	21	6
NC Central University	46	12	10
NC State University	85	3	32
NC Wesleyan College	2	2	12
Peace College	2		5
Pfeiffer University	9	6	5
Queens College	7		2
Salem College	8	1	12
Shaw University	8	4	1
St. Andrews Presbyterian College	3	1	6
St. Augustine's College	3	2	4
UNC-Asheville	12	6	4
UNC-Chapel Hill	39	4	12
UNC-Charlotte	124	18	38
UNC-Greensboro	89	36	124
UNC-Pembroke	72	12	3
UNC-Wilmington	66	15	27
Wake Forest University	16	1	8
Western Carolina University	32	7	60
Wingate University	6	6	
Winston-Salem State University	33		9
Totals	1,167	401	724

LATERAL ENTRY TEACHERS SERVED

Individuals who have not completed teacher education programs may be hired by local school systems as lateral entry teachers. To be eligible for a lateral entry license, individuals must have at least a bachelor's degree from a regionally accredited institution, a 2.5 cumulative grade point average, and an academic major related to the teaching assignment. Lateral entry teachers are issued individual programs of study based on review of their transcripts by a college or university with an approved teacher education program or one of the four Regional Alternative Licensing Centers (RALCs). Lateral entry teachers may affiliate with a college or university to clear licensure requirements or work through the RALCs to do so. **Table III** contains information provided by each institution on the number of lateral entry teachers seeking programs of study and enrolling in programs leading to licensure. The numbers reported by the institutions for the undergraduate and graduate levels have been combined in the table. Individual institutional reports, accessible on the Department's website, provide narrative information on each institution's efforts to serve lateral entry teachers.

Table III: Lateral Entry Teachers Served

Institution	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Classes Leading to Licensure
Appalachian State University	124	26
Barton College	8	5
Belmont Abbey College		3
Bennett College		
Brevard College		
Campbell University	84	72
Catawba College		
Davidson College		
Duke University		
East Carolina University	164	191
Elizabeth City State University	30	30
Elon University		
Fayetteville State University	1	1
Gardner-Webb University		129
Greensboro College	2	14
Guilford College		
High Point University	5	6
Johnson C. Smith University	4	1
Lees-McRae College		
Lenoir-Rhyne University		
Livingstone College		
Mars Hill College		
Meredith College		
Methodist College		
Montreat College		
Mount Olive College	2	13
NC A&T University	41	22
NC Central University	37	37
NC State University	74	87
NC Wesleyan College	2	2
Peace College		
Pfeiffer University		1
Queens University		3
Salem College		
Shaw University		
St. Andrews Presbyterian College	3	1
St. Augustine's College		
UNC-Asheville		102
UNC-Chapel Hill	1	5
UNC-Charlotte	1,096	2,742
UNC-Greensboro	11	71
UNC-Pembroke	190	84
UNC-Wilmington	5	99
Wake Forest University		
Western Carolina University	379	230
Wingate University	5	2
Winston-Salem State University		12
Totals	2,268	3,991

EMPLOYMENT

Graduates of the 49 institutions with state approved teacher education programs are employed in every LEA in the state. **Table IV** contains summary information on the number of individuals with degrees from each institution employed in the NC public schools during the 2011-2012 school year. The left column is in ascending order by alpha order of IHE. The right hand column denotes the cumulative number of individuals employed by the IHE in descending ranking order. **Table V** reflects the top 10 LEAs in which individuals with degrees from each IHE are employed. It should be noted that:

1. In the case of individuals who completed licensure-only programs, the institution at which an individual earned a degree may not be the institution which eventually recommended the individual for licensure.
2. If an individual has earned degrees at more than one institution, he/she is counted in the totals for each institution from which a degree was earned.

Table IV: Individuals Employed in the Public Schools with Degrees from Each IHE

Institution	Number Employed	Rank		Institution	Number Employed	Rank
Appalachian State University	11,310	1		East Carolina University	12,777	11
Barton College	1,207	2		Appalachian State University	11,310	1
Belmont Abbey College	390	3		Univ North Carolina Greensboro	8,178	42
Bennett College	196	4		Univ North Carolina Charlotte	6,968	41
Brevard College	47	5		Univ North Carolina Chapel Hill	5,854	39
Campbell University	1,949	6		North Carolina State University	5,203	30
Catawba College	697	7		Western Carolina University	4,612	46
Chowan University	148	8		Univ North Carolina Wilmington	4,438	44
Davidson College	94	9		Univ North Carolina Pembroke	3,718	43
Duke University	284	10		North Carolina A&T State Univ	2,948	28
East Carolina University	12,777	11		North Carolina Central Univ	2,855	29
Elizabeth City State Univ	1,269	12		Fayetteville State University	2,771	14
Elon University	1,372	13		Gardner-Webb University	2,615	15
Fayetteville State University	2,771	14		Campbell University	1,949	6
Gardner-Webb University	2,615	15		Meredith College	1,731	24
Greensboro College	694	16		Elon University	1,372	13
Guilford College	377	17		Winston-Salem State University	1,286	49
High Point University	1,103	18		Lenoir-Rhyne College	1,275	21
Johnson C. Smith University	282	19		Elizabeth City State University	1,269	12
Lees-McRae College	513	20		Barton College	1,207	2
Lenoir-Rhyne College	1,275	21		Mars Hill College	1,149	23
Livingstone College	204	22		High Point University	1,103	18
Mars Hill College	1,149	23		Wingate University	928	47
Meredith College	1,731	24		Pfeiffer University	813	33
Methodist College	574	25		Univ North Carolina Asheville	771	40
Montreat College	254	26		Wake Forest University	761	45
Mount Olive College	491	27		Catawba College	697	7
North Carolina A&T State Univ	2,948	28		Greensboro College	694	16
North Carolina Central Univ	2,855	29		Salem College	645	35
North Carolina State Univ	5,203	30		Methodist College	574	25
North Carolina Wesleyan Col	454	31		Lees-McRae College	513	20
Peace College	86	32		Mount Olive College	491	27
Pfeiffer University	813	33		North Carolina Wesleyan Col	454	31
Queens College	438	34		Queens College	438	34
Salem College	645	35		Belmont Abbey College	390	3
Shaw University	383	36		Shaw University	383	36
St. Andrews Presbyterian Col	362	37		Guilford College	377	17
St. Augustine's College	291	38		St. Andrews Presbyterian Col	362	37
Univ North Carolina Chapel Hi	5,854	39		St. Augustine's College	291	38
Univ North Carolina Asheville	771	40		Duke University	284	10
Univ North Carolina Charlotte	6,968	41		Johnson C. Smith University	282	19
Univ North Carolina Greensboro	8,178	42		Montreat College	254	26
Univ North Carolina Pembroke	3,718	43		Livingstone College	204	22
Univ North Carolina Wilmington	4,438	44		Bennett College	196	4
Wake Forest University	761	45		Chowan University	148	8
Western Carolina University	4,612	46		Davidson College	94	9
Wingate University	928	47		Peace College	86	32
Winston-Salem State University	1,286	49		Brevard College	47	5
Total	97,765			Total	97,765	

Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE (2011-2012)

Appalachian State University		Barton College		Belmont Abbey College		Bennett College	
Forsyth County	684	Wilson County	214	Gaston County	204	Guilford County	67
Caldwell County	591	Johnston County	160	Charlotte-Mecklenburg	67	Forsyth County	19
Catawba County	560	Nash-Rocky Mount	117	Lincoln County	36	Charlotte-Mecklenburg	19
Charlotte-Mecklenburg	521	Wake County	117	Cleveland County	25	Wake County	14
Wake County	512	Wayne County	103	Forsyth County	5	Durham Public Schools	8
Burke County	474	Franklin County	34	Union County	5	Alamance-Burlington	6
Wilkes County	459	Edgecombe County	33			Cumberland County	5
Guilford County	382	Granville County	29				
Gaston County	366	Pitt County	27				
Iredell-Statesville	332	Craven County	24				
Brevard College		Campbell University		Catawba College		Chowan University	
Henderson County	12	Harnett County	373	Rowan-Salisbury	232	Hertford County	32
Transylvania County	10	Johnston County	256	Davidson County	51	Northampton County	14
		Wake County	231	Cabarrus County	34	Gates County	13
		Cumberland County	157	Charlotte-Mecklenburg	30	Bertie County	8
		Sampson County	126	Davie County	29	Currituck County	6
		Lee County	84	Iredell-Statesville	27	Roanoke Rapids City	5
		Wayne County	46	Forsyth County	25	Pitt County	5
		Onslow County	42	Guilford County	19	Wake County	5
		Duplin County	34	Kannapolis City	17		
		Moore County	29	Lexington City	16		
Davidson College		Duke University		East Carolina University		Elizabeth City State University	
Charlotte-Mecklenburg	27	Durham Public Schools	76	Pitt County	1,414	Pasquotank County	239
Wake County	11	Wake County	35	Wake County	1,153	Currituck County	78
Durham Public Schools	6	Chapel Hill-Carrboro	21	Wayne County	655	Bertie County	65
Guilford County	5	Charlotte-Mecklenburg	17	Johnston County	592	Camden County	65
		Guilford County	15	Craven County	573	Hertford County	60
		Forsyth County	11	Nash-Rocky Mount	514	Perquimans County	57
		Johnston County	7	Lenoir County	450	Edenton/Chowan	54
		Orange County	7	Onslow County	443	Wake County	51
		Buncombe County	6	Beaufort County	388	Gates County	48
		Union County	6	Wilson County	354	Washington County	45
Elon University		Fayetteville State University		Gardner-Webb University		Greensboro College	
Alamance-Burlington	338	Cumberland County	1,309	Cleveland County	407	Guilford County	263
Guilford County	171	Harnett County	160	Charlotte-Mecklenburg	239	Rockingham County	78
Charlotte-Mecklenburg	97	Hoke County	132	Rutherford County	198	Randolph County	38
Wake County	94	Robeson County	131	Gaston County	187	Forsyth County	36
Forsyth County	61	Sampson County	114	Iredell-Statesville	147	Alamance-Burlington	28
Orange County	44	Wake County	98	Forsyth County	124	Davidson County	24
Rockingham County	43	Charlotte-Mecklenburg	94	Burke County	94	Wake County	22
Durham Public Schools	36	Bladen County	72	Davidson County	94	Asheboro City	13
Randolph County	34	Lee County	44	Lincoln County	85	Charlotte-Mecklenburg	12
Chatham County	27	Johnston County	43	Surry County	79	Cabarrus County	8
						Chatham County	8
						Cumberland County	8

Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE (2011-2012) (Continued)

Guilford College		High Point University		Johnson C Smith University		Lees-McRae College	
Guilford County	138	Guilford County	240	Charlotte-Mecklenburg	180	Surry County	120
Forsyth County	38	Davidson County	235	Gaston County	12	Burke County	77
Rockingham County	30	Randolph County	143	Union County	11	Stokes County	36
Randolph County	23	Forsyth County	138	Wake County	10	Wilkes County	34
Alamance-Burlington	20	Thomasville City	31	Cumberland County	8	Avery County	32
Wake County	13	Lexington City	25	Guilford County	6	Yadkin County	31
Davidson County	11	Surry County	22	Forsyth County	5	McDowell County	17
Lee County	7	Wake County	18			Forsyth County	13
Chatham County	6	Asheboro City	16			Mount Airy City	13
Charlotte-Mecklenburg	6	Rockingham County	16			Mitchell County	12
Asheboro City	6						
Lenoir-Rhyne University		Livingstone College		Mars Hill College		Meredith College	
Catawba County	250	Charlotte-Mecklenburg	42	Buncombe County	240	Wake County	614
Burke County	110	Rowan-Salisbury	33	Henderson County	100	Johnston County	110
Caldwell County	107	Forsyth County	11	Madison County	93	Forsyth County	52
Alexander County	73	Gaston County	10	Yancey County	79	Durham Public Schools	45
Hickory City	73	Guilford County	8	McDowell County	77	Harnett County	44
Iredell-Statesville	62	Cleveland County	6	Haywood County	50	Guilford County	41
Lincoln County	56	Durham Public Schools	6	Mitchell County	40	Franklin County	34
Gaston County	54	Wake County	6	Asheville City	32	Charlotte-Mecklenburg	32
Charlotte-Mecklenburg	38	Brunswick County	5	Burke County	28	Granville County	29
Newton Conover City	31	Iredell-Statesville	5	Cherokee County	26	Nash-Rocky Mount	27
		Union County	5				
Methodist College		Montreat College		Mount Olive College		NC A&T State University	
Cumberland County	278	Charlotte-Mecklenburg	95	New Program. 2011-12		Guilford County	900
Harnett County	37	Buncombe County	40	produced the first completers		Forsyth County	229
Wake County	26	Henderson County	25			Charlotte-Mecklenburg	183
Robeson County	16	Haywood County	14			Wake County	151
Hoke County	15	McDowell County	14			Randolph County	139
Guilford County	12	Asheville City	8			Rockingham County	128
Sampson County	11	Transylvania County	7			Alamance-Burlington	127
Onslow County	10	Burke County	5			Durham Public Schools	93
Moore County	9	Cherokee County	5			Cumberland County	75
Bladen County	8					Davidson County	61
Brunswick County	8						
NC Central University		NC State University		NC Wesleyan College		Peace College	
Durham Public Schools	613	Wake County	1,920	Nash-Rocky Mount	130	Wake County	26
Wake County	553	Johnston County	385	Wayne County	31	Johnston County	10
Cumberland County	130	Durham Public Schls.	158	Wake County	27		
Charlotte-Mecklenburg	109	Guilford County	143	Edgecombe County	26		
Guilford County	103	Charlotte-Mecklenburg	135	Halifax County	26		
Vance County	92	Franklin County	111	Roanoke Rapids City	21		
Chapel Hill-Carrboro	72	Cumberland County	99	Johnston County	18		
Person County	72	Harnett County	93	Lenoir County	17		
Granville County	70	Forsyth County	84	Franklin County	15		
Warren County	57	Granville County	66	Wilson County	14		

Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE (2011-2012) (Continued)

Pfeiffer University		Queens College		Salem College		Shaw University	
Stanly County	178	Charlotte-Mecklenburg	263	Forsyth County	323	Wake County	70
Charlotte-Mecklenburg	120	Union County	32	Davidson County	42	Cumberland County	30
Rowan-Salisbury	118	Gaston County	19	Stokes County	37	Durham Public Schools	26
Cabarrus County	53	Cabarrus County	15	Guilford County	26	Nash-Rocky Mount	26
Montgomery County	39	Forsyth County	7	Davie County	24	Halifax County	19
Randolph County	35	Iredell-Statesville	6	Surry County	22	Charlotte-Mecklenburg	14
Union County	30	Stanly County	6	Yadkin County	18	Guilford County	12
Davidson County	20	Guilford County	5	Wake County	13	Bertie County	11
Forsyth County	18	Moore County	5	Charlotte-Mecklenburg	10	Wilson County	9
Guilford County	16	Wake County	5	Wilkes County	10	Edgecombe County	8
						Harnett County	8
						Hertford County	8
						Vance County	8
St. Andrews Presbyterian College		St. Augustine's College		UNC-Asheville		UNC-Chapel Hill	
Moore County	70	Wake County	108	Buncombe County	235	Wake County	969
Scotland County	43	Nash-Rocky Mount	19	Henderson County	74	Durham Public Schools	498
Montgomery County	34	Durham Public Schools	17	Asheville City	52	Chapel Hill-Carrboro	379
Lee County	31	Charlotte-Mecklenburg	13	McDowell County	25	Charlotte-Mecklenburg	363
Richmond County	26	Vance County	13	Charlotte-Mecklenburg	24	Guilford County	312
Wake County	14	Pitt County	12	Transylvania County	22	Forsyth County	248
Harnett County	11	Cumberland County	10	Haywood County	21	Alamance-Burlington	172
Guilford County	10	Johnston County	8	Madison County	20	Orange County	172
Charlotte-Mecklenburg	10	Halifax County	7	Forsyth County	16	Chatham County	143
Randolph County	9	Franklin County	6	Cherokee County	14	Cumberland County	109
				Rutherford County	14		
				Wake County	14		
UNC-Charlotte		UNC-Greensboro		UNC-Pembroke		UNC-Wilmington	
Charlotte-Mecklenburg	2,089	Guilford County	1,899	Robeson County	1,116	New Hanover County	823
Cabarrus County	830	Forsyth County	801	Cumberland County	559	Onslow County	541
Union County	539	Randolph County	481	Richmond County	246	Brunswick County	309
Gaston County	457	Wake County	413	Scotland County	228	Wake County	284
Rowan-Salisbury	379	Alamance-Burlington	404	Columbus County	195	Pender County	282
Iredell-Statesville	246	Rockingham County	347	Moore County	160	Duplin County	209
Cleveland County	235	Charlotte-Mecklenburg	337	Bladen County	153	Johnston County	136
Lincoln County	231	Davidson County	302	Hoke County	132	Columbus County	113
Stanly County	197	Durham Public Schools	164	Wake County	83	Charlotte-Mecklenburg	113
Kannapolis City	161	Asheboro City	145	Montgomery County	53	Sampson County	111
Wake Forest University		Western Carolina University		Wingate University		Winston-Salem State University	
Forsyth County	203	Buncombe County	598	Union County	335	Forsyth County	451
Wake County	76	Haywood County	350	Charlotte-Mecklenburg	141	Charlotte-Mecklenburg	129
Guilford County	56	Henderson County	247	Stanly County	71	Guilford County	88
Charlotte-Mecklenburg	48	Macon County	238	Anson County	60	Wake County	64
Davidson County	26	Jackson County	209	Cabarrus County	37	Davie County	39
Cabarrus County	18	Cherokee County	173	Rowan-Salisbury	18	Durham Public Schools	34
Stokes County	17	Charlotte-Mecklenburg	134	Gaston County	16	Surry County	29
Durham Public Schools	16	Swain County	116	Lincoln County	14	Stokes County	28
Buncombe County	15	Wake County	116	Richmond County	14	Cumberland County	25
Chapel Hill-Carrboro	15	Forsyth County	111	Guilford County	13	Davidson County	25
		Gaston County	111	Mooresville City	13		

DEFINITIONS USED

Baccalaureate Degree Program: A program that culminates in the awarding of a baccalaureate degree. Such programs may be five-year or extended programs that result in awarding of a baccalaureate degree.

Full-time Students: Undergraduate students taking a minimum of 12 semester hours or the equivalent; graduate students taking a minimum of 9 semester hours or the equivalent.

Lateral Entry/Provisionally Licensed: Individuals employed by public schools on lateral entry or provisional licenses.

LEA: Local Education Agency; the 115 school systems in North Carolina.

License Completer: Individuals who have completed programs of study leading to licensure and satisfied testing requirements prescribed by the State for the licensure area.

Licensure: The official recognition by a state governmental agency that an individual has met state-mandated requirements and, therefore, is approved to practice as a duly licensed educator in that state. Licensure is used synonymously with certification in many states.

Licensure-Only: Programs designed for individuals who possess the appropriate level degree to complete requirements to be issued a license.

Master's Degree Program: A graduate program for the advanced preparation of teachers or the initial or advanced preparation of other school personnel.

Part-time Students: Undergraduate students taking fewer than 12 semester hours or the equivalent; graduate students taking fewer than 9 semester hours or the equivalent.

Program: A sequence of courses and experiences in general, specialty, and professional studies required by a college/university for the preparation of professional education candidates to teach a specific subject or academic area, to provide professional education services (e.g., school psychology or counseling), or administer schools. A program area could be a major in education; it could also be a major, minor, or endorsement sequence in an academic area with professional education requirements for licensure.

Program Completers: Students who complete professional education programs in the institution. Such programs include those intended to prepare students for licensure; to culminate in a degree; to provide endorsement credentials; to provide professional development, or for other purposes. To complete a program does not necessarily mean licensure was obtained or a degree earned. See Program.

Undergraduate Teacher Education Programs



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

2011-2012

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

Preservice Teacher Education

Preservice teachers, like all students enrolled in the college/university, complete a series of **General Education** courses which typically include mathematics, science, English, history, social science, and fine arts. In addition, preservice teachers complete a sequence of **Professional Studies** courses which typically include foundations of education, educational psychology, developmental psychology, reading/writing in the content areas, exceptional children, and a sequence of **Specialty Studies** courses which are related to the specific licensure area (e.g., prospective math teachers complete courses in trigonometry, calculus, linear algebra, etc.; prospective social studies teachers complete courses in history, economics, political science, geography, etc.). Additional elective hours may be required to fulfill semester-hour graduation requirements.

Throughout their professional studies and specialty studies sequences preservice teachers complete supervised field experiences in public school settings, culminating in a 10-week minimum student teaching experience.

Quality of Students Entering the Programs

Colleges and universities with approved teacher education programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university admission offices to promote teacher education programs. Brochures and other promotional materials are routinely distributed. Teacher education faculty regularly participate in career days, open houses, and other recruitment activities for prospective students. Some institutions have developed specific programs to recruit teacher assistants into teacher education programs. A growing number of institutions offer off-campus programs designed to bring teacher education programs to prospective students. Some have earmarked special scholarships for teacher education majors in addition to the Teaching Fellows Scholarships and Prospective Teacher Scholarship Loans available from the State.

Information on institution-specific efforts to recruit students into teacher education programs and to recruit minority teacher education candidates is contained in the individual *Institutional Reports* on the NCDPI website.

Undergraduate Teacher Education Program Admission Requirements

To be admitted to an approved teacher education program, prospective teachers must:

- have a 2.5 (on a 4.0 scale) grade point average;
- satisfactorily complete the Pre-professional Skills Tests (PPST) in Reading, Writing, and Mathematics [Praxis I exams]; and
- satisfy institution specific requirements such as an interview, speech proficiency screening, completion of prescribed courses with designated grades (e.g., usually a grade of "C" or better is required in a foundations of education course)

Per State Board of Education policy, undergraduate degree-seeking students must earn at least the following scores on the Pre-Professional Skills Test (PPST) exams to be admitted to teacher education:

TEST	REQUIRED SCORE
PPST Reading	176
PPST Math	173
PPST Writing	173
CBT Reading	323
CBT Math	318
CBT Writing	319

**Note: Educational Testing Service (ETS) has rescaled the scores candidates earn on the computerized versions of the PPST to match the scale used on the paper version of the exams, and the same scores (176, 173, 173) are now required on both formats of the exams. However, individuals may be admitted to the program under the previous CBT scoring scale.*

In January 2006, the Board approved the use of the SAT or ACT in lieu of Praxis I as follows:

Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

In May 2007, the SBE approved a composite score of 522 to satisfy Praxis I testing requirements.

Candidates must be admitted to the teacher education program at least one semester prior to student teaching.

Table VI summarizes the Fall 2011 enrollment in teacher education programs, including full-time undergraduate teacher candidates as well as licensure-only, by minority enrollment and total enrollment. This data was provided by the institution. **Table VII** summarizes admission test results, including the average GPA. This data was provided by the institutions for the teacher candidates reported as admitted to their programs.

Table VI: Enrollment in Undergraduate Teacher Education Programs Fall 2011

	Full-Time				Part-Time			
	Undergraduate		Licensure-Only		Undergraduate		Licensure-Only	
M=Minority, T=Total	M	T	M	T	M	T	M	T
Appalachian State University	222	812	5	18	137	514	*	5
Barton College	*	52		*	5	15	*	10
Belmont Abbey College	11	65						
Bennett College	33	33						
Brevard College	*	28		*				
Campbell University	5	150	7	41		*		*
Catawba College	9	81	*	12			*	23
Chowan University	*	32						*
Davidson College	*	6						
Duke University	9	25					5	8
East Carolina University	162	1374	22	86	30	255	214	786
Elizabeth City State University	61	161	20	33	*	*	135	204
Elon University	21	195						
Fayetteville State University	72	123	36	58	20	34	17	19
Gardner-Webb University	9	112		*		*		*
Greensboro College	5	72	8	34			17	33
Guilford College	14	60	5	21				
High Point University	18	198	*	7				
Johnson C Smith University	10	10						
Lees-McRae College	*	110						
Lenoir-Rhyne University	6	108	*	*		*	*	*
Livingstone College	10	10						
Mars Hill College	*	87		5		*		13
Meredith College	12	117		*		*	*	6
Meredith College		*						
Methodist University	*	29						
Montreat College		11						
Mount Olive College	9	44			7	13		*
NC A&T State University	75	91			8	12		
NC Central University	88	115	84	110	11	14	122	172
NC State University	77	536		*			77	280
NC Wesleyan College	5	22	*	*	*	*	*	*
Peace College	*	17						
Pfeiffer University		57			*	26		*
Queens University	29	110		7	*	*	*	7
Salem College	5	38	86	245				
Shaw University	12	12	*	*			*	*
St Andrews Presbyterian College				*	*	16	*	10
St. Augustines University	*	*					*	*
UNC-Asheville	5	90	*	35				
UNC-Chapel Hill	47	253			*	*		
UNC-Charlotte	176	868	21	77	25	110	293	932
UNC-Greensboro	152	816	17	85	8	21	44	128
UNC-Pembroke	89	270	25	43	8	26	98	274
UNC-Wilmington	89	818	6	60	9	43	8	59
Wake Forest University	*	39						
Western Carolina University	47	573	*	32	*	35	21	203
Wingate University	6	101						
Winston-Salem State University	77	94	*	6	*	5	*	8
Totals	1,677	9,025	342	1,015	268	1,139	1,051	3,180

* Less than five students. Results not reported.

Table VII: Admission Test Data for Undergraduate Programs, Fall 2011

State Average	178	175	178	522	323	416	3.32
Institution	PPST - R	PPST - W	PPST - M	CBT - R	CBT - W	CBT - M	GPA
Appalachian State University	179	175	179				3.44
Barton College	178	175	178				3.30
Belmont Abbey College	180	176	176				3.62
Bennett College							3.06
Brevard College	178	176	177				3.51
Campbell University	178	175	179				3.36
Catawba College	177	175	176				3.35
Chowan University	176	175	176				3.31
Davidson College							3.56
Duke University	*	*	*				3.57
East Carolina University	178	175	178	*	*	603	3.30
Elizabeth City State University	178	175	178	*	*	*	3.28
Elon University	179	177	181				3.42
Fayetteville State University	178	175	178				3.29
Gardner-Webb University	194	175	178				3.37
Greensboro College	178	175	177				3.58
Guilford College	180	177	177				3.27
High Point University	179	176	178				3.36
Johnson C Smith University							3.31
Lees-McRae College	179	175	179				3.76
Lenoir-Rhyne University	178	176	178				3.48
Livingstone College	*	177	175	529			3.24
Mars Hill College	179	175	178				3.24
Meredith College	178	177	178				3.26
Meredith College							-
Methodist University	178	176	179				3.14
Montreat College	175	172	175				3.57
Mount Olive College							3.25
NC A&T State University	177	175	177				3.31
NC Central University	178	174	178	*	*	*	3.33
NC State University	179	176	181				3.37
NC Wesleyan College	177	175	178				3.54
Peace College	180	177	179				3.31
Pfeiffer University	178	175	177	*	*	*	3.48
Queens University	*	*	180				3.50
Salem College	178	175	178		*	*	3.03
Shaw University	*	*	*				3.31
St Andrews Presbyterian College	178	175	178				3.42
St. Augustines University	*	*	*				3.36
UNC-Asheville	180	179	180				3.35
UNC-Chapel Hill	179	176	182	*			3.41
UNC-Charlotte	178	175	178				3.20
UNC-Greensboro	178	175	179				3.26
UNC-Pembroke	-	180	178	531			3.27
UNC-Wilmington	179	176	178	*	*	*	3.42
Wake Forest University	-	-	-				3.25
Western Carolina University	180	178	179	*	*	*	3.45
Wingate University	177	175	179				3.42

* Less than five students with data. Results not reported.

Table VII: Admission Test Data for Undergraduate Programs, Fall 2011

State Average	1,149	551	542	25	23	23	3.32	1,149
Institution	SAT Total	SAT Math	SAT Verbal	ACT Composite	ACT Math	ACT English	GPA	SAT Total
Appalachian State University	1,089	591	595	26	*	*	3.44	1,089
Barton College	984	501	496	20	19	20	3.30	984
Belmont Abbey College	1,174	588	582	*	*	*	3.62	1,174
Bennett College							3.06	
Brevard College	1,162		*	*			3.51	1,162
Campbell University	1,184	594	602	25	24	26	3.36	1,184
Catawba College	1,202	*	*	*		*	3.35	1,202
Chowan University	*	*	*				3.31	*
Davidson College	1,397						3.56	1,397
Duke University	1,410	699	683	31	30	30	3.57	1,410
East Carolina University	1,180	564	570	25	*	*	3.30	1,180
Elizabeth City State University	1,168	597	563	*	*	*	3.28	1,168
Elon University	1,245	574	*				3.42	1,245
Fayetteville State University	1,261		*	*			3.29	1,261
Gardner-Webb University	1,089			25			3.37	1,089
Greensboro College		597	*				3.58	
Guilford College	1,195	*		*	*	*	3.27	1,195
High Point University	1,181	575	555	26	*	*	3.36	1,181
Johnson C Smith University							3.31	
Lees-McRae College	*	580	*	*	*	*	3.76	*
Lenoir-Rhyne University	1,084	551	527	*	25	24	3.48	1,084
Livingstone College	815	382	433				3.24	815
Mars Hill College	1,186	*	*	*	*		3.24	1,186
Meredith College	1,210	587	550	*	*	*	3.26	1,210
Meredith College	*						*	*
Methodist University	*			*			3.14	*
Montreat College		*	*				3.57	
Mount Olive College	*			*			3.25	*
NC A&T State University	1,131	574	566	*	*	*	3.31	1,131
NC Central University	1,180	597	608				3.33	1,180
NC State University	1,140	578	560	24	*	*	3.37	1,140
NC Wesleyan College	*	*	*				3.54	*
Peace College	*	*	533				3.31	*
Pfeiffer University	1,194	*	*	*			3.48	1,194
Queens University	1,216	568	577	26	*	*	3.50	1,216
Salem College	1,200	606	594				3.03	1,200
Shaw University	1,239						3.31	1,239
St Andrews Presbyterian College	*	*					3.42	*
St. Augustines University	*	*	*	*	*	*	3.36	*
UNC-Asheville	1,239	*	*	27			3.35	1,239
UNC-Chapel Hill	1,282	574	*	28	*	*	3.41	1,282
UNC-Charlotte	1,034	523	511	22	22		3.20	1,034
UNC-Greensboro	1,196	564	571	23	22	22	3.26	1,196
UNC-Pembroke	1,174	581	583	*	*		3.27	1,174
UNC-Wilmington	1,185	570	567	26	25	25	3.42	1,185
Wake Forest University	1,298	640	655	28	*	*	3.25	1,298
Western Carolina University	1,191	573	570	26	*		3.45	1,191

QUALITY OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS

Teacher Education Programs are designed to provide pre-service teachers with the knowledge, skills, and dispositions that will allow them to effectively meet the needs of diverse learners in the public school setting. Colleges and universities take seriously their responsibility to recommend individuals for licensure. For this reason, the progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. As appropriate, students may be advised to consider alternative majors.

Licensure Recommendations

In addition to satisfying all program/course requirements, to be recommended for a Standard Professional 1 License upon program completion prospective teachers must:

- have the recommendation of the LEA in which student teaching was completed;
- have the recommendation of the college/university; and
- satisfy Praxis testing requirements if required by No Child Left Behind

Beginning Teacher Support Program

After completion of a Teacher Education Program, preservice teachers are issued a Standard Professional 1 License. Upon employment with an LEA, they participate in the Beginning Teacher Support Program. This three-year program is designed to provide continued support and assistance to the beginning teacher. During this time, the novice teacher is observed at least three times annually by the principal or principal's designee and at least once annually by a teacher. During the first two years of teaching the novice teacher is provided a mentor.

The success of individuals recommended for licensure by each approved teacher education program in converting a Standard Professional 1 License to a Standard Professional 2 License is monitored by the Department of Public Instruction.

Efforts to Assist Students in Satisfying Praxis Testing Requirements

Institutions utilize a variety of means to assist students in satisfying Praxis testing requirements. Information on Praxis testing examination requirements is distributed to students early in their programs of study. Study materials, including those published by the ETS, are made available to students. Most institutions have purchased computer-based programs from ETS to assist students preparing to take the PPST. In some cases, use of this program is tied to specific courses; in other cases its use is optional. Faculty at a number of institutions have actually taken the Praxis II Specialty Area exams so that they are familiar with the format and scope of the exams. They have used this experience to restructure courses to assure better alignment of course and exam contents. The format of exams used in some university courses has been modified to prepare students for the types of questions they will encounter on the Praxis II Specialty Area exams. Some institutions have brought external consultants, including individuals from ETS, to campus to conduct workshops for faculty and students. Some institutions indicate that they provide tutoring for individuals experiencing difficulty with the exams. Efforts of individual institutions to assist students in satisfying Praxis testing requirements are detailed in the individual institutional reports.

Table VIII summarizes information provided by the institutions on the length of time taken by students to complete the teacher education program from the time of formal admission.

Table IX provides summary information on the performance of program completers on the Praxis II exams for elementary education, special education: general curriculum and special education: adapted curriculum (those required by No Child Left Behind). The data in Table IX were generated by comparing those individuals identified by the institution as having student taught in 2011-2012 to the Praxis database available to the Department of Public Instruction. Institutions were provided the opportunity to verify the scores. It should be noted that if less than five students took an exam pass rates have not been reported.

Praxis testing requirements, required test number and score that were in effect for the 2010-2011 year are as follows:

AREA OF LICENSURE	REQUIRED TESTS	REQUIRED SCORE
Elementary (K-6)	0011 and 0012 5015 (effective September 1, 2011)	313 (0011 and 0012) 161 (5015)
Sp Ed: Adapted Curriculum	0511 0545*	148 (0511) 158 (0545)
Sp. Ed: General Curriculum	0511 0543*	148 (0511) 158 (0543)

* The change in testing requirements was effective September 1, 2010

Table VIII: Length of Time to Program Completion (Undergraduate Students)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	103	203	258	41	16	2	9	6	7	12	6	4
Barton College	9	15	4				1			3	1	
Belmont Abbey College	28	5										
Bennett College	9											
Brevard College		10	3									
Campbell University	51	6	11	6	1	2						
Catawba College	15	16	3									
Chowan University	8	2	1									
Davidson College	5											
Duke University	8	1	2	1								
East Carolina University	99	184	151	18	7	2	11	5	8		2	1
Elizabeth City State University	42						8					
Elon University	6	16	35	9								
Fayetteville State University	15	3	3				4	1				
Gardner-Webb University	19	21	20	8								1
Greensboro College	17	6	2									
Guilford College	14	6	1	1								
High Point University	4	49		1								
Johnson C Smith University	10											
Lees-McRae College	65											
Lenoir-Rhyne University	12	9	22	1								
Livingstone College	1	1										
Mars Hill College	14	11	15							3	1	
Meredith College	2	10	23	9	4							
Methodist College	12											
Montreat College		3										
Mount Olive College		5										
NC A&T State University	13	5	4	4				2				
NC Central University	15	17	4	6		3	2		1	1		1
NC State University	187	3	23	4								
NC Wesleyan College												
Peace College		17										
Pfeiffer University	8	9		1	1			6		1	1	
Queens University	2	1	10	3	19							
Salem College	1		1	1	1	2						
Shaw University	1	1							1			
St Augustines College				1								
St. Andrews Presbyterian College						21						
UNC-Asheville	41	4	3					1				
UNC-Chapel Hill	4	93	6									
UNC-Charlotte	25	93	131	7	28	7	6	6	9	3	2	3
UNC-Greensboro	75	213	54	15	5	1	8	2	4		1	
UNC-Pembroke	4	7	4		1	1						1
UNC-Wilmington	113	105	50	2	2		4	4	1	1		
Wake Forest University	21											
Western Carolina University	51	63	83	35	4			2			2	
Wingate University	6	3	10	2	1	2						
Winston-Salem State University	16	21	3				1	3				
Totals	1,190	1,237	940	176	90	43	54	38	31	24	16	11

Table VIII: Length of Time to Program Completion (Undergraduate Licensure-Only Students)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	7		1				4					
Barton College							1	1				
Belmont Abbey College												
Bennett College												
Brevard College	1											
Campbell University	2		1	1								2
Catawba College	9						1					7
Chowan University	1											
Davidson College												
Duke University								1				
East Carolina University	12	6	3				28	135	26	8	7	14
Elizabeth City State University							4					
Elon University												
Fayetteville State University	16	3	2	3	2	1	2	1				
Gardner-Webb University		1					1					
Greensboro College	15	2	2			2	3	1	1			
Guilford College	5	2										
High Point University		1										
Johnson C Smith University												
Lees-McRae College												
Lenoir-Rhyne University												
Livingstone College												
Mars Hill College							1	1				1
Meredith College							1	2	1			1
Methodist College												
Montreat College												
Mount Olive College												
NC A&T State University												
NC Central University	4	7	5	1	1	2	25	8	1	2	2	2
NC State University												
NC Wesleyan College	3	3	3									
Peace College												
Pfeiffer University							1	1				
Queens University	1	8	8		3	2						
Salem College	3		5	13	6	17						
Shaw University	2							1				
St Augustines College										1		
St. Andrews Presbyterian College							1		11			
UNC-Asheville	27						6					
UNC-Chapel Hill												
UNC-Charlotte							95	111	47	6	12	5
UNC-Greensboro	14	11	4			1	12	7	5	1	2	3
UNC-Pembroke	4						43	1	3			
UNC-Wilmington	24	4	1	1	1		6	3	3	1	1	
Wake Forest University												
Western Carolina University	7	5	3	2	4	1	28	13	3	3	1	1
Wingate University												
Winston-Salem State University	1						1					
Totals	158	53	38	21	17	26	264	287	101	22	25	36

Table IX: Praxis Performance of Undergraduate Program Completers

Institution					Special Education						Special Education					
	Overall Pass Rate		Elementary Ed		Adapted Curriculum		General Curriculum		BED		Cross Categorical		Learning Disabled		Mentally Disabled	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Appalachian State Univ.	246	99	217	99	15	100	14	100								
Barton College	18	100	11	100			7	100								
Belmont Abbey College	46	98	46	98												
Bennett College	3	*	3	*												
Brevard College	5	100	5	100												
Campbell University	48	100	48	100												
Catawba College	11	100	11	100												
Chowan University	6	100	6	100												
Duke University	13	100	13	100												
East Carolina University	343	98	291	98	9	100	43	100								
Elizabeth City State Univ.	254	91	224	91			28	86							2	*
Elon University	45	100	37	100			8	100								
Fayetteville State University	35	89	34	88			1	*								
Gardner-Webb University	31	97	31	97												
Greensboro College	41	98	36	97			5	100								
Guilford College	22	100	22	100												
High Point University	47	96	40	95			7	100								
Johnson C Smith University	6	50	6	50												
Lees-McRae College	57	100	57	100												
Lenoir-Rhyne University	23	100	17	100	1	*	5	100								
Livingstone College	1	*	1	*												
Mars Hill College	38	95	25	96			13	92								
Meredith College	30	100	28	100			2	*								
Methodist University	13	92	8	100			4	*			1	*				
Montreat College	11	100	11	100												
NC A&T State University	22	95	16	94			6	100								
NC Central University	9	100	6	100			1	*	1	*			1	*		
NC State University	102	100	92	100			10	100								
NC Wesleyan College	9	100	9	100												
Peace College	71	97	35	97			36	97								
Pfeiffer University	30	100	28	100			2	*								
Queens University	48	94	48	94												
Salem College	47	100	38	100			9	100								
Shaw University	2	*	2	*												
St Andrews Presbyterian Col.	14	86	14	86												
St. Augustines College	2	*	2	*												
UNC-Asheville	29	100	29	100												
UNC-Chapel Hill	58	100	58	100												
UNC-Charlotte	341	97	262	97	23	100	56	96								
UNC-Greensboro	208	99	164	99			44	98								
UNC-Pembroke	63	100	54	100			9	100								
UNC-Wilmington	195	94	177	93	8	100	10	100								
Wake Forest University	16	10	16	100												
Western Carolina University	109	99	76	100	7	100	26	96								
Wingate University	29	97	29	97												
Winston-Salem State Univ.	34	94	32	94			2	*								
State Totals & Pass Rates	2,831	97	2,415	97	63	100	348	97	1	*	1	*	1	*	2	*

* Pass Rates not reported if less than five test takers.

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the percent of individuals completing initial licensure programs at each institution who actually were licensed and employed in the public schools of North Carolina one year after program completion, a search of the DPI Licensure and the Salary Administration databases was conducted using the names of individuals provided by the institutions.

To determine the satisfaction with Teacher Education Programs of individuals who have completed the programs and their employers, historically, a survey was distributed to recent undergraduate program completers employed in the public schools of North Carolina, their mentors, and their principals. Respondents were asked to rate their satisfaction with the teacher education program in general, the beginning teacher's preparation for managing the classroom, his/her preparation for using technology as an instructional tool, his/her preparation for meeting the needs of diverse learners, and his/her preparation in curriculum content and delivery strategies. A copy of the surveys is included at the end of this section of the Summary Report.

Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2011-2012 school year.

Table X provides information on the number of individuals completing undergraduate teacher education programs who were licensed and employed in the public schools of North Carolina within one year of program completion.

Table X: Percentage of Student Teachers Licensed/Employed within 1 Year of Program Completion

Institution	Number of Student Teachers	Percent Licensed	Percent Employed
Appalachian State University	498	96	51
Barton College	36	89	58
Belmont Abbey College	53	68	30
Bennett College	7	14	14
Brevard College	15	93	53
Campbell University	83	92	53
Catawba College	61	93	48
Chowan University	12	25	17
Duke University	33	82	12
East Carolina University	700	95	68
Elizabeth City State University	433	86	55
Elon University	68	88	43
Fayetteville State University	84	83	52
Gardner-Webb University	47	91	45
Greensboro College	91	97	51
Guilford College	33	85	52
High Point University	67	93	39
Johnson C Smith University	6	50	50
Lees-McRae College	73	93	22
Lenoir-Rhyne University	49	88	47
Livingstone College	2	*	*
Mars Hill College	74	65	34
Meredith College	69	100	57
Methodist University	25	84	44
Montreat College	12		
NC A&T State University	141	79	56
NC Central University	101	√	√
NC State University	424	92	64
NC Wesleyan College	15	80	60
Peace College	38	79	45
Pfeiffer University	41	100	44
Queens University	52	90	56
Salem College	66	100	52
Shaw University	4	*	*
St. Andrews Presbyterian College	17	76	35
St. Augustines College	8	*	*
UNC-Asheville	84	99	43
UNC-Chapel Hill	168	96	64
UNC-Charlotte	702	95	64
UNC-Greensboro	444	93	57
UNC-Pembroke	135	94	72
UNC-Wilmington	384	89	49
Wake Forest University	44	95	41
Western Carolina University	282	92	48
Wingate University	47	96	51
Winston-Salem State University	59	92	47
State Summary	5,887	90	54

* Less than five student teachers. Percent licensed and employed not shown.

√ SSNs not provided by institution. Unable to determine licensed/employed data.

REWARDS AND SANCTIONS

Undergraduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis.

Historical State Approval Process

Formerly, this process required on-site reviews of teacher education programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report was issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report was used to reward and sanction programs.

Undergraduate teacher education programs must:

- (a) Maintain annually a passing rate of at least 70% on Praxis II exams
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.
- (c) Exhibit direct and ongoing involvement with the public schools.

An undergraduate teacher education program was designated as "Low Performing" if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SSE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; Le., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revised to align with the new professional teaching standards for teachers and school executives. All revised programs were required to be implemented with the incoming cohort of Fall 2010.

In summer 2012, a statewide pilot was conducted to review teacher candidate's electronic evidences as artifacts of candidate's proficiencies under the revised programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development based on piloting results.

Graduate Teacher Education Programs



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

2011-2012

GRADUATE TEACHER EDUCATION PROGRAMS

During the 2011-2012 academic year, 29 institutions were approved to offer programs leading to graduate level licensure. The institutions are as follows:

Appalachian State University	Fayetteville State University	NC Central Univ.	UNC-Pembroke
Barton College	Gardner-Webb	NC State Univ.	Wake Forest University
Campbell University	Greensboro College	Pfeiffer Univ.	Western Carolina University
Catawba College	Highpoint University	Queens Univ.	Wingate University
Chowan University	Mars Hill College	Salem College	Winston-Salem State
Duke University	Meredith College	Shaw University	
East Carolina University	Montreat College	UNC-Chapel Hill	
Elon University	NC A & T State Univ.	UNC-Greensboro	

Graduate Teacher Education

In compliance with the Excellent Schools Act of 1997, institutions with graduate teacher education programs redesigned their programs leading to master's level licensure. The redesigned programs are based on standards and guidelines derived from research, reports of best practice, and nationally recognized models including the National Board for Professional Teaching Standards.

Experienced teachers, university faculty, and other practicing educators were involved in the redesign of the programs. The curricula focus on current trends and issues in education, teaching of reading and writing across the curriculum, meeting the needs of diverse students in inclusive classroom settings, using technology to enhance and support teaching and other professional activities, applying research findings to curriculum development and classroom instruction, developing peer leadership and mentoring skills, and diagnosing and prescribing instruction that fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Quality of Students Entering the Programs

Colleges and universities with approved Teacher Education Programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote teacher education programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs, and on-line courses and programs designed to bring teacher education programs to prospective students.

Graduate Teacher Education Program Admission Requirements

Graduate teacher education program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). Many require references; a number require a writing sample (essay). Prospective students who do not hold an "A" (undergraduate) level teaching license in the proposed area of study may be required to complete additional undergraduate course work.

Table XII summarizes the Fall 2011 enrollment in graduate teacher education programs for full time and part time students. This data was provided by the institution. **Table XIII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The column MAT 1 reflects MAT scores based on the 0-100 scoring rubric; MAT 2 reflects the new MAT scoring rubric that ranges from 200 -600. The column GRE 1 reflects the combined Verbal and Quantitative scores (each can range from 200-800); GRE 2 reflects the GRE analytical writing score which ranges from 0-6.

Table XII: Enrollment in Graduate Teacher Education Programs, Fall 2011

	Full-Time						Part-Time					
	Graduate - First License Awarded		Graduate		Graduate Licensure Only		Graduate - First License Awarded		Graduate		Graduate Licensure Only	
	M	T	M	T	M	T	M	T	M	T	M	T
M=Minority, T=Total												
Appalachian State University			289	579	23	54			148	249	18	30
Barton College			6	39								
Campbell University	2	10	8	75	10	35			1	15	1	12
Catawba College									1	31		
Chowan University									7	30		
Duke University			5	13								
East Carolina University	9	117	91	808	2	33	2	3	91	730	24	137
Elizabeth City State University									10	36		
Elon University									16	86		
Fayetteville State University	7	9	37	62	9	9	10	17	84	126	17	27
Gardner-Webb University				1			9	48	169	694		
Greensboro College									4	15		
High Point University		4	8	59		4						
Lenoir-Rhyne University				12					7	22		
Mars Hill College									1	13		
Meredith College	4	33		1			4	15	12	63		2
Montreat College			5	23								
NC A&T State University	40	54	66	87			43	76	74	159	1	3
NC Central University			11	24	4	4			12	32	5	11
NC State University	31	325	45	209			3	23	29	213		
Peace College											3	3
Pfeiffer University	10	22	3	31			1	3		1		
Queens University	1	24					1	20	4	50		
Salem College			28	117								
Shaw University	2	3					4	4				
UNC-Chapel Hill	14	121	29	91	2	10	3	11	45	192	7	35
UNC-Charlotte			8	9		1			135	643	14	25
UNC-Greensboro	32	140	68	279	2	4	7	33	24	158	8	32
UNC-Pembroke	33	75	75	184			7	16	21	85	1	2
UNC-Wilmington	7	36	4	31				28	23	173	5	33
Wake Forest University	6	44		4								
Western Carolina University	2	50	7	72		1	9	83	12	192	1	4
Wingate University							12	29	2	43		2
Winston-Salem State University	10	10					22	25	7	11		
Totals	210	1,077	793	2,850	52	155	137	434	939	4,062	105	358

Table XIII: Graduate Teacher Education Programs Admission Test Data

	New MAT Scoring	Old MAT Scoring	New GRE Scoring	Old GRE Scoring	GPA
State Average	402	43	4.10	997	3.39
Appalachian State University	368			972	3.45
Barton College	414			835	3.28
Campbell University			4	925	3.49
Catawba College					3.35
Chowan University					3.21
Duke University				1,264	3.43
East Carolina University	407	44		1,013	3.31
Elizabeth City State University	391	36		*	3.63
Elon University	408			1,011	3.30
Fayetteville State University	399			775	3.45
Gardner-Webb University	405			954	3.46
Greensboro College	*		4	811	3.75
High Point University	*				3.48
Lenoir-Rhyne University	439			959	3.77
Mars Hill College	396		*	786	3.25
Meredith College	411		4	980	3.22
Montreat College					3.56
NC A&T State University	369		3	799	3.67
NC Central University					3.80
NC State University	412	*		1,049	3.52
Peace College					*
Pfeiffer University	391	25		*	3.87
Queens University			4	958	3.21
Salem College			4	838	3.17
Shaw University					3.45
UNC-Chapel Hill				1,112	3.36
UNC-Charlotte	*	52	4	1,009	3.22
UNC-Greensboro	*		4	982	3.44
UNC-Pembroke	395	35	4		3.16
UNC-Wilmington	407	74	4	972	3.50
Wake Forest University			5	1,228	3.51
Western Carolina University	398		4	988	*
Wingate University	396	*		*	3.28
Winston-Salem State University	383		3	792	2.94

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

Graduate Teacher Education Programs are designed to refine and extend the knowledge, skills, abilities, and dispositions of inservice teachers. To this end, students are required to complete defined programs of study which include courses in professional education, content pedagogy, and the academic discipline(s) the individual teaches. To a much greater extent than undergraduate teacher education programs, graduate teacher education programs focus on the application of research findings to curriculum development and classroom instruction, the development of peer leadership and mentoring skills, and the diagnosis and prescription of instruction that fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. The progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Teachers are not required to take additional Praxis exams to upgrade their licenses from the "A" (bachelor's level) to the "M" (master's level) unless they are adding an area to the license. For this reason, most individuals completing graduate teacher education programs are not required to take Praxis exams.

Table XIV summarizes data provided by the institutions on the length of time taken by students to complete the graduate Teacher Education Programs.

**Table XIV: Length of Time to Program Completion
(Graduate Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	6	4	4	6			53	24	35	99	170	53
Barton College	22											
Campbell University			1			4						
Catawba College												
Chowan University												
Duke University		13										
East Carolina University	24	71	90	32	15	10	9	22	18	28	34	23
Elizabeth City State University										7		
Elon University											20	
Fayetteville State University		1										
Gardner-Webb University	1								83	2	9	1
Greensboro College							4					
High Point University	11		10	1	2							
Lenoir-Rhyne University	1	1	1				1		1			
Meredith College											5	24
NC A&T State University	9	3	8	2			6	8	2	2	7	1
NC Central University		1	1	1			1	1		3	3	1
NC State University	4	10	2				3	2	17	2	5	
Pfeiffer University	2	2								1		
Queens University										16	11	
Salem College												
Shaw University												
UNC-Chapel Hill	4	2	2	8			6	58	11	2	1	
UNC-Charlotte	1						4	2			1	
UNC-Greensboro	5	31	19	5	5	7	1		8	9	4	10
UNC-Pembroke	1	4	4	4	1				7	3	3	6
UNC-Wilmington	18	2		1	1		16	9	4	5	7	3
Wake Forest University												
Western Carolina University	2	5	2			2	11	13	21	9	4	8
Wingate University								1				
Winston-Salem State University								1		1		1
Totals	111	150	144	60	24	23	115	141	207	189	284	131

Table XIV: Length of Time to Program Completion (Graduate First License)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University												
Barton College												
Campbell University		3	1	1								
Catawba College												
Chowan University	30											
Duke University												
East Carolina University	50	2	1									
Elizabeth City State University												
Elon University											19	
Fayetteville State University			5	2				1	2	9	3	7
Gardner-Webb University							1					9
Greensboro College												
High Point University												
Lenoir-Rhyne University				2	1		1		1			1
Meredith College												
NC A&T State University	12	2	3		1	1	7	1	3	1	1	2
NC Central University	2	10	5	4	4	2	1	5	4	3	5	6
NC State University	19	3	2				5	3	26	4	6	
Pfeiffer University												1
Queens University												
Salem College	1				1	11						
Shaw University												
UNC-Chapel Hill	77	8	2	1			1					
UNC-Charlotte		5	2				92	55	36	13	21	27
UNC-Greensboro	31	21	20	6	5	10	1	2	9	6	7	7
UNC-Pembroke		4	15	13	3				22	8	2	
UNC-Wilmington	8	6					7	1	2			
Wake Forest University		25	6									
Western Carolina University	4	20	6	5			2	6	9	4	2	2
Wingate University								1	10	12	8	6
Winston-Salem State University		3						8	3	2		
Totals	234	112	68	34	15	24	128	83	127	62	74	68

Table XIV: Length of Time to Program Completion (Graduate Licensure-Only Students)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	4		3					4				
Barton College												
Campbell University	2	21										
Catawba College												
Chowan University												
Duke University												
East Carolina University							5	16	1	2	2	
Elizabeth City State University												
Elon University												
Fayetteville State University	2	3	1	5								1
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne University							1					
Meredith College		12									3	
NC A&T State University							3					
NC Central University		2					3	2	5	1		2
NC State University												
Pfeiffer University												
Queens University												
Salem College						4						
Shaw University												
UNC-Chapel Hill	1						10	15	1	1	1	
UNC-Charlotte												
UNC-Greensboro							8					
UNC-Pembroke							1					
UNC-Wilmington		1					6	2	1		1	
Wake Forest University												
Western Carolina University		1						1				
Wingate University												
Winston-Salem State University												

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with graduate Teacher Education Programs of individuals who have completed the programs and their employers, a survey was distributed to recent graduate program completers employed in the public schools of North Carolina and their principals. Respondents were asked to rate their satisfaction with the graduate teacher education program in general, and the impact of the graduate program on the teacher's ability to connect subject matter and learners' needs, implement research-based approaches, assume leadership roles, facilitate learning for diverse students, and engage in continuous professional development.

Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2011-2012 school year.

REWARDS AND SANCTIONS

Graduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of Teacher Education Programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis.

Historical State Approval Process

Formerly, this process required on-site reviews of teacher education programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report was issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report was used to reward and sanction programs.

Undergraduate teacher education programs must:

- (d) Maintain annually a passing rate of at least 70% on Praxis II exams
- (e) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.
- (f) Exhibit direct and ongoing involvement with the public schools.

An undergraduate teacher education program was designated as "Low Performing" if:

- (d) It does not meet 2 of the above 3 criteria in a single year; or
- (e) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (f) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SSE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; Le., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revised to align with the new professional teaching standards for teachers and school executives. All revised programs were required to be implemented with the incoming cohort of Fall 2010.

In summer 2012, a statewide pilot program completers was conducted to review teacher candidate's electronic evidences as artifacts of candidate's proficiencies under the revised programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development.

School Administration Programs



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

2011-2012

SCHOOL ADMINISTRATION PROGRAMS

School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. While specific course requirements vary from institution to institution, they are focused on enabling graduates to be able to facilitate the formation, articulation, and dissemination of a school or district vision of learning supported by the school community; promote and maintain a positive school culture for learning, by promoting effective instructional programs, applying best practices to student learning, and designing and implementing comprehensive professional growth programs for staff; manage organizational operations and resources in a way that promotes safe, efficient, and effective learning environments; collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; understand the larger political, social, economic, legal, and cultural context of schools; and advocate for all students.

During the 2011-2012 academic year 19 institutions offered school administration programs. The institutions are:

Appalachian State	NC A & T University	UNC-Pembroke
Campbell University	NC Central University	UNC-Wilmington
East Carolina University	NC State University	Western Carolina University
Elizabeth City State Univ.	Queens University	Wingate University
Fayetteville State Univ.	UNC-Chapel Hill	Winston-Salem State Univ.
Gardner-Webb University	UNC-Charlotte	
High Point University	UNC-Greensboro	

Quality of Students Entering the Programs

Institutions with approved school administration programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote their programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs designed to bring programs to prospective school administrators.

School Administration Program Admission Requirements

School Administration Program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as MAT or GRE. Many require references; a number require a writing sample (essay).

Table XVI summarizes the Fall 2011 enrollment in school administration programs. This data was provided by the institution. **Table XVII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The column MAT 1 reflects MAT scores based on the 0-100 scoring rubric; MAT 2 reflects the new MAT scoring rubric that ranges from 200 -600. The column GRE 1 reflects the combined Verbal and Quantitative scores (each can range from 200-800); GRE 2 reflects the GRE analytical writing score which ranges from 0-6.

Table XVI: Enrollment in School Administration Programs Fall 2011

M=Minority, T=Total	Full-Time				Part-Time			
	Graduate				Licensure Only			
	M	T	M	T	M	T	M	T
Appalachian State University	3	7			9	21	3	4
Campbell University	8	25	2	15	3	7	1	4
East Carolina University	41	184	1	2	24	95	2	11
Elizabeth City State University					16	43	9	16
Fayetteville State University	24	35						
Gardner-Webb University					219	662	82	168
High Point University	13	65	12	27				
NC A&T State University	11	12	1	1	25	41	10	14
NC Central University	9	9	1	1	10	11	2	2
NC State University	54	169			21	68		
Queens University		2						
UNC-Chapel Hill	36	92				1	9	25
UNC-Charlotte	6	16			9	48	5	14
UNC-Greensboro	63	165	16	46	22	30	7	12
UNC-Pembroke	36	79	3	9	13	39		2
UNC-Wilmington	1	13		2	1	10	4	26
Western Carolina University	5	12			11	116	8	58
Wingate University					20	62	17	64
Totals	310	885	36	103	403	1,254	159	420

Table XVII: School Administration Program Admission Data

	New MAT Scoring	Old MAT Scoring	New GRE Scoring	Old GRE Scoring	GPA
State Average	403	40	4	943	3.38
Appalachian State University	*			*	3.31
Campbell University			4	897	3.72
East Carolina University	403	45		922	3.17
Elizabeth City State University	395			*	3.71
Fayetteville State University	385			*	3.32
Gardner-Webb University				*	3.31
High Point University	427				3.42
NC A&T State University	398		3	752	3.88
NC Central University					3.83
NC State University	407	*	4	1,023	
Queens University					*
UNC-Chapel Hill				1,015	3.16
UNC-Charlotte		37	4	963	3.19
UNC-Greensboro	401	*	4	921	3.69
UNC-Pembroke	397	*	4		3.15
UNC-Wilmington	407	*	*	1,050	3.64
Western Carolina University	408		4	987	
Wingate University					*
Wingate University	403	*		*	3.31

* Less than five test takers. Results not reported.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. To this end, candidates are required to complete defined programs of study which include significant internship experiences. These experiences are expected to provide opportunities for synthesizing and applying knowledge and practicing skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. The progress of candidates in completing program requirements is monitored and the competence of candidates is assessed throughout the program of study.

Historically, to be licensed as a school administrator, candidates must satisfactorily complete the School Leaders Licensure Assessment (SLLA) exam with a minimum score of 155. As part of the re-visioning process, the SBE in 2008, approved that MSA candidates were to submit an electronic portfolio of evidences upon program completion to demonstrate knowledge and skills in lieu of the SLLA exam. However, individual IHEs may still choose to require the SLLA exam at the institutional level.

In summer 2012, a statewide pilot of MSA program completers was conducted to review principal candidate's electronic evidences as artifacts of candidate's proficiencies under the revisioned programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development.

Table XIX: Length of Time to Program Completion (Graduate First License)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University												
Barton College												
Campbell University		3	1	1								
Catawba College												
Chowan University	30											
Duke University												
East Carolina University	50	2	1									
Elizabeth City State University												
Elon University											19	
Fayetteville State University			5	2				1	2	9	3	7
Gardner-Webb University							1					9
Greensboro College												
High Point University												
Lenoir-Rhyne University				2	1		1		1			1
Meredith College												
NC A&T State University	12	2	3		1	1	17	1	3	1	1	2
NC Central University	2	10	5	4	4	2	1	5	4	3	5	6
NC State University	19	3	2				5	3	6	4	6	
Pfeiffer University												1
Queens University												
Salem College	1				1	11						
Shaw University												
UNC-Chapel Hill	77	8	2	1			1					
UNC-Charlotte		5	2				92	55	36	13	21	27
UNC-Greensboro	31	21	20	6	5	10	1	2	9	6	7	7
UNC-Pembroke		4	15	13	3				22	8	2	
UNC-Wilmington	8	6					7	1	2			
Wake Forest University		25	6									
Western Carolina University	4	20	6	5			2	6	9	4	2	2
Wingate University								1	10	12	8	6
Winston-Salem State University		3						8	3	2		
Totals	234	112	68	34	15	24	128	83	127	62	74	68

Table XIX: Length of Time to Program Completion (Licensure Only)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	4		3					4				
Barton College												
Campbell University	2	21										
Catawba College												
Chowan University												
Duke University												
East Carolina University							5	16	1	2	2	
Elizabeth City State University												
Elon University												
Fayetteville State University	2	3	1	5								1
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne University							1					
Meredith College		12									3	
NC A&T State University							3					
NC Central University		2					3	2	5	1		2
NC State University												
Pfeiffer University												
Queens University												
Salem College						4						
Shaw University												
UNC-Chapel Hill	1						10	15	1	1	1	
UNC-Charlotte												
UNC-Greensboro							8					
UNC-Pembroke							1					
UNC-Wilmington		1					6	2	1		1	
Wake Forest University												
Western Carolina University		1						1				
Wingate University												
Winston-Salem State University												
Totals	9	40	4	5	-	4	37	40	8	4	7	3

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with individuals who have completed the MSA programs and their employers, a survey was distributed to recent program completers employed in the public schools of North Carolina. Respondents were asked to rate their satisfaction with the MSA program in general, and the impact of the graduate program on the school leader's ability to connect subject matter and learners' needs, implement research-based approaches, assume leadership roles, facilitate learning for diverse students, and engage in continuous professional development.

Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2011-2012 school year.

REWARDS AND SANCTIONS

School Administration Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of school administration programs is a significant factor in determining the quality of the school administrator's profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the MSA Program Approval process. This process required on-site reviews of school administrator programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of executive preparation, a Performance Report was issued for each North Carolina college or university with an approved MSA program. Data from the program approval process and the IHE Performance Report was used to reward and sanction programs as required by the Excellent Schools Act.

Historical State Approval Process

Masters of School Administration Programs (MSAs) had to:

- (a) Maintain annually a passing rate of at least 70% on the SLLA exam.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys
- (c) Exhibit direct and ongoing involvement with the public schools.

An MSA program shall be designated as "Low Performing" if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SBE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; Le., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revisioned to align with the new professional teaching standards for teachers and school executives. All revisioned programs were required to be implemented with the incoming cohort of Fall 2010.

For the MSA cohort that began the program prior to fall 2010, they must complete either the SLLA (Praxis II for Administrators) or the new licensure portfolio. For students starting the MSA and add-on licensure programs in Fall 2010, all of these students are required to complete the DPI licensure portfolio.

In summer 2012, a statewide pilot was conducted to review leader candidate's electronic evidences as artifacts of candidate's proficiencies under the revisioned programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development.